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ABSTRACT

The document describes the Gateways program for intellectually gifted students of grades K-12 in Horseheads, New York. The introductory chapter presents the context in which the program developed, discussing program background and need. The next chapter focuses on identification of pupils with emphasis on the three stage process (nomination, screening, and final selection). The appeals procedure, the pupil removal process, and readmission are explained in the following three chapters. The sixth chapter describes program activities focusing on special aspects of the curriculum at the elementary, junior high, and high school levels. The chapter on program articulation examines program mechanics (such as scheduling, teaching assistants, and inservice education) and staff responsibilities. The next chapter provides a listing of 10 major instructional objectives. The final chapter consists of an appendix containing forms, profiles, and other materials required in the identification of gifted and talented pupils. (DB)

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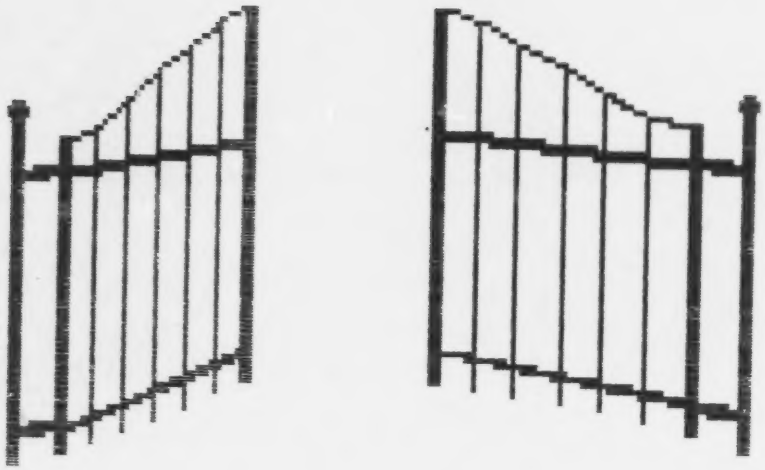

GATEWAYS

INTELLECTUALLY GIFTED

HANDBOOK

Report # 501
January, 1987

EC 200213

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GATEWAYS

A PROGRAM FOR INTELLECTUALLY GIFTED STUDENTS

provided by

HORSEHEADS CENTRAL SCHOOL DISTRICT

FOR INFORMATION CALL YOUR SCHOOL PRINCIPAL

Who are the Intellectually Gifted?

...These students differ in that differentiated programs and/or services beyond those normally provided by the regular school program are needed in order to realize their contribution to self and society.

How are students identified?

The Horseheads identification model provides for a 3 stage procedure namely: parent, teacher, or standardized test nomination, screening with an individual intelligence test and final selection by the school principal.

What are procedures for nominations?

If parents feel their child is intellectually gifted, they should complete a nomination form at the school office or one provided in the District Newsletter each May. This will initiate the identification process.

What is Horseheads' program for the Gifted/Talented?

The program for Horseheads is a Learning Center enrichment program. Students spend either one or two sessions per week in a program within their home school building. The experiences available to students in the GATEWAYS program go beyond the level of the regular classroom program. We tap resources from the school and the community. ENRICHMENT refers to the attainment of wider and deeper meanings concerning a topic of study. For the gifted, the range of enrichment possibilities is infinite and is the goal toward which individualized programming is directed. An enrichment curriculum or enriched learning experience for gifted students involves an emphasis on higher level thinking skills and independent learning including analysis of relationships between facts and concepts.

When may a student enter the program?

The program usually begins in September and continues throughout the school year. A student may enter any time. Private school students must apply by June 1 of the preceding year.

How long are students in the program?

Once identified as gifted, students in the program are reviewed at regular intervals to determine whether they qualify to remain in the program.

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FORWARD

The planning effort involved in implementing a program for the gifted was one of the most comprehensive in terms of accomplishment and the involvement of people in the recent history of this district. Our appreciation is extended to all those groups and individuals who assisted in the initial and continuing program planning. It is our sincere hope that all who contributed have been acknowledged.

DEDICATION

This handbook is respectfully and lovingly dedicated to the memory of Dr. William H. Davis, Director of Curriculum until his untimely death of March 22, 1986. Bill led and nurtured the development of the gifted and talented program of the Horseheads Central School District from its inception. The program appropriately reflects many of Bill's characteristics: integrity, intellectual curiosity, research-based, creativity, compassion, and the capacity for high-level performance.

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Chapter 1

CONTEXT

1.1 PROGRAM BACKGROUND

The Philosophy and Goals of the GATEWAYS Program are reflective of the district's definition of giftedness. Calvin Hall, originator of the *Talents Unlimited Project*, has argued that on some criteria almost everyone has gifts and many perform at an exceptional level. Nevertheless, a distinction must be made between an individual with specific high abilities and one with extreme abilities in many areas, as manifested by extremely high intelligence or musical or artistic talent. The following definitions were utilized in the formation of the Horseheads' definition of Giftedness:

> *"Gifted and talented children are those identified by professionally qualifed persons who, by virtue of outstanding abilities, are capable of high performance. These are children who require differentiated programs and/or services beyond those normally provided by the regular school program in order to realize their contribution to self and society. Further, children capable of high performance include those with demonstrated achievement and/or potential ability in any of the following areas, singularly or in combination:*

General intellectual ability
Specific academic aptitude
Creative or productive thinking
Leadership ability
Visual and performing arts"

Adopted by:

a) U.S. Department of Education
b) N.Y.S. Education Department

"The gifted and talented may be defined as those individuals with superior potential and/or creative ability who possess the capacity for high-level performance in one or more areas of human endeavor."

Adopted by:

The Horseheads Central School District
Gifted Planning Committee 2/18/77

The philosophy of the GATEWAYS Program is to provide intellectually gifted students in grades K-12 with an educational program that is judged to be at a level appropriate for their needs and which will optimally stimulate their growth and development. The program will be provided within the context of other school programs and will provide enrichment in the areas of general intellectual pursuits. Horseheads Central Schools also provide for a talented program in Music and in Art. A separate Music Program Handbook is available in the District Curriculum Center. The Art Program handbook is scheduled for completion in September, 1986. The program provides for a valid and objective system for identification, where all district children are given equal opportunity to qualify for the program.

The Board of Regents of New York State published *Position Paper #23* entitled *"Educating the Gifted in New York State"* (January, 1976). As a result, a small study committee coordinated by the Director of Curriculum, Dr. William H. Davis, was organized to study the implications of a program of gifted and talented pupils. It was determined that the Title IV-C cycle, which included proposal submission for planning, development, evaluation, demonstration, and replication would be appropriate to assist in program development.

The GATEWAYS Program was developed and phased in over a three-year period. The initial grant proposal to the Title IV-C Office was approved by the Board of Education and submitted in January, 1977. The Table 1 below lists the areas and amounts of funds in aid received during the planning and development cycle. The first planning grant was received during January of 1981 and included study provisions for a Pre-K to 12 program which would meet the special needs of pupils who are gifted or talented in art and/or music and/or cognitive pursuits. District contributions to the program included staff planning time, the identification of students in later stages of program development, and provisions for staff in-service education for both GATEWAYS and regular class teachers.

TABLE I

YEAR	PHASE	FUNDED TOTAL	GRADES	PROGRAM COMPONENT		
1977-78	Phase I	$30,105.00	Grades K - 3	I.G.*	Art	Music
1978-79	Phase II	$30,154.00	Grades 4 - 9	I.G.	Art	Music**
1979-80	Phase III	$30,004.00	Grades 10 - 12	I.G.	Art	

* I.G. = Intellectually Gifted Program
** Music = Talented Music Program is available in Grades 1-6

The Pre-K program component was considered over the three-year period of program development. It was the decision of the Planning Committee not to provide a program after careful study of the benefits, costs, and associated issues.

Additionally, a gifted music program above grade 6 was not seen as a priority in light of the available excellent regular music program and the many performing groups above grade 6.

As three major areas of concern developed, the need for three subcommittees resulted. These sub-committees were: 1) *Identification*, 2) *Programs*, and 3) *Inservice*. They each reported to a super-ordinate committee known as the Gifted and Talented Planning Committee. The representation on the Planning Committee varied, but at one point was composed of over 33 staff members and parents. In addition to each of the sub-committees, there was a special Steering Committee organized for the purpose of planning meeting agendas and working out the details of workshops. The program currently operates at a K 12 level with program availability to all district residents in public and private schools.

1.2 NEED FOR THE PROGRAM:

1.3.1 A needs assessment at Horseheads Central Schools utilizing standardized achievement tests demonstrated that some of our most able students were performing below what their abilities would predict.

1.3.2 Early identification of gifted students (Kindergarten through second grade), including those who are handicapped or underachieving, and appropriate programming helps prevent the establishment of chronic patterns of underachievement or negative attitudes toward school. It also allows early intervention with underachievers, which is much more effective than late efforts at remediation or correction. Since negative attitudes are generally well-established by age ten, identification and appropriate educational programming should occur by grade K.

1.3.3 A gifted child is usually endowed with outstanding intellectual and creative talents. These attributes may be nurtured and stimulated or stifled and repressed depending on the atmosphere in which the youngster at an early age perceives his world (self-motivated, and valued by accepting teachers, peers, and family).

1.3.4 Teachers have long recognized the needs of the gifted, but have not been able to provide indepth instruction to the detriment of the greater number of pupils.

1.3.5 Schools should not only identify the gifted and talented, but also provide a setting where those with the highest abilities can develop without undue restraint. Students need freedom to learn and achieve freely in all areas. Opportunities for indepth study must be available for writing, composing, building, inventing, analyzing ideas, debating issues, developing creativity, producing independent skills, and examining environmental and social problems. Because of their high ability, the gifted thrive in an environment where excellence is expected of them -- where critical thinking, problem-solving, and creative expression can be encouraged. This type of programming needs to be maintained at Horseheads.

1.3.6 The Rubin Commission Report, aimed at alleviating problems in New York State's method of financing education, has recommended improved funding for Gifted and Talented Education.

1.3.7 The State Education Department has presented a position paper on gifted education which recommends the types of program and the identification process.

1.3.8 The State aid formula currently has gifted programs included as a categorical aid item. One purpose of categorical aids is to provide incentive funding in a specific area for program creation and implementation.

1.3.9 Horseheads has received approximately $90,000 from the State of New York for the purpose of developing this program. A very large group of Horseheads' teachers, administrators, and parents expressed interest and planned a program for gifted pupils.

1.3.10 All area school districts and many throughout the state have developed gifted and talented programs.

1.3.11 The Horseheads Central School District Board of Education has passed a resolution directing the development of such a program.

1.3.12 Other districts with gifted programs have reported positive effects with regard to student attitudes.

A comprehensive study in California evaluated seventeen different administrative/instructional provisions. (Simpson and Martinson, 1960). All approaches (including acceleration, special grouping, and special attention in the regular classroom), produced higher levels of achievement than matched-pupil control groups ... with accompanying personal and social benefits. This finding negates speculation that academic acceleration or special treatment would produce harmful social and personal problems.

1.3.13 Gifted children often befuddle and sometimes defy the educational system. Like undiscovered oil, they hold the promise of an untapped bonanza. Yet, in too many cases, their wealth goes unnoticed or is ignored on the misinformed theory that *"bright kids will learn anyway"*.

Chapter 2

IDENTIFICATION OF PUPILS

2.1 BACKGROUND:

The basic charge from the Steering Committee for Gifted and Talented Education to the Identification Sub-Committee was to plan and implement a procedure to identify gifted youth. Subsequent procedures were influenced to a large extent by the interpretation given to the definition of giftedness by the Steering Committee and to the intentions of the Program Sub-Committee. In addition, there was the need to gain concensus from large segments of the teaching and administrative staff for the proposed procedures. A survey revealed that the vast majority of faculty and administration concurred with the established plans for identification. The Identification Committee chairperson additionally asked the committee to consider the following six points in planning an identification procedure:

2.1.1 Must emphasize the case approach.
2.1.2 Must emphasize the dynamics of selection (procedural).
2.1.3 Must be defensible.
2.1.4 Must stress economy of effort.
2.1.5 Must consider budgetary constraints.
2.1.6 The activities of the committee will culminate in a written report.

2.2 PHILOSOPHY:

Two points must be considered when commencing the process of building an identification procedure. First, there must be a definition of giftedness, and second, the definition must be translated into a set of procedures which efficiently identifies students characteristic of the definition. The definition of Gifted and Talented adopted in the Horseheads Central School District follows: "The gifted and talented may be defined as those individuals with superior potential and/or creative ability who possess the capacity for high-level performance in one or more areas of human endeavor."

Consider that there are two ways for a procedure based on this definition to be *functional* and two ways for it to be *dysfunctional*. The procedure developed is *functional* if it correctly identifies; (a) pupils who *are* and (b) who *are not gifted*, and assigns them appropriately to a program which matches their ability. One way for the procedure to be *dysfunctional* is if it identifies pupils who *are not gifted* as *gifted*. This is known as a Beta-type error. The second way for a procedure to be dysfunctional is if it fails to identify a gifted pupil as gifted, an Alpha-type error. It was the general philosophy of the Identification Sub-Committee that Alpha errors are more serious, because pupils identified when they are Beta-type errors will reveal themselves to be incapable of the work presented in a program especially designed for gifted youth. However, Alpha-type errors result in pupils who, for a period of time, would not be receiving instruction consonant with their needs and abilities. The committee's goal was to reduce both types of errors.

2.3 THE THREE-STAGE PROCESS:

A *three-stage* process identifies pupils as Intellectually Gifted:

2.2.1	Stage I	Nomination
2.2.2	Stage II	Screening (By a specialist teacher or school psychologist)
2.2.3	Stage III	Final Selection (By the school principal)

2.3.1 NOMINATION (STAGE I):

There are seven types of nominations. Two are required. One each from each category of **subjective** and **objective**!

SUBJECTIVE

2.3.1.1 Parent (Nomination forms are published in school and/or District Newsletters at regular intervals.)

2.3.1.2 Professional Staff (A form is available for this purpose.)

2.3.1.3 Previous identification in a GIFTED Program in another district.

OBJECTIVE

2.3.1.4 Achievement Test - 95th National Percentile on both the Total Reading and Total Math Tests on the *Stanford Early School Achievement Test* or the *Stanford Test of Academic Skills.* School Psychologists must administer the SESAT Level I to Kindergarten pupils when this test is lacking.

2.3.1.5 Otis-Lennon I.Q. of 127 or higher.

2.3.1.6 Other achievement tests may be substituted for new admissions if they have been approved by the State Bureau of Program Evaluation. A copy of the current list may be obtained from the Director of Research and Remedial Programs.

2.3.2 SCREENING - (STAGE 2)

Students must have <u>two</u> nominations (one Objective and one Subjective) in order to be given an individual intelligence test. Written permission for IQ testing must be received from parents. In order to be recommended to the third stage of the selection process, one of the following criteria must be met.

2.3.2.1 Stanford-Binet Intelligence Scale (Form L-M) - 135 I.Q. or above.

-- or --

2.3.2.2 Wechsler Intelligence Scale for Children (Revised WISC-R), or Wechsler Preschool and Primary Scale of Intelligence (WPPSI), or Wechsler Adult Intelligence Scale (WAIS) -- All 3 require an I.Q. of 133 or above. (Only one is used with an individual student)

-- or --

2.3.2.3 Stanford-Binet (Form L-M) -- 132 I.Q. to 134 I.Q. with Stanford Achievement Test - Total Reading and Math - greater than or equal to the 97th National Percentile.

-- or --

2.3.2.4 A Wechsler Score of 130 I.Q. - 132 I.Q. with Stanford Achievement Test - Total Reading and Math - greater than or equal to the 97th National Percentile.

2.3.3 FINAL SELECTION - (STAGE 3):

All information from which to make a decision will have been previously recorded on the Composite Student Evaluation Profile. An entry decision will be based on a pupil meeting the admission criteria established for the program. The principal may, at his option, organize a meeting to assist in placement decisions. A notification of pupil placements will be sent to parents by the school principal.

2.3.4 SELECTION - CHILDREN FROM OUTSIDE DISTRICT

Children entering Horseheads schools from outside the district must meet the same achievement requirements. If records from the sending school do not include an approved achievement test results, the math and reading sections of the Stanford Achievement Test must be given, and the achievement score must be at the 95%ile or greater.

An I.Q. alone from the sending school district is not sufficient for acceptance into GATEWAYS.

2.3.5 SPECIAL PROVISIONS FOR KINDERGARTEN PUPILS

Kindergarten pupils do not normally have SESAT Test data available during most of their Kindergarten enrollment. Therefore, all pupils nominated by one or more *"Subjective" criteria*, must be administered the SESAT Total Reading and Math Tests. If they achieve the 97th national percentile on both subtests, they should then be screened further by a school psychologist. The principal will distribute Kindergarten nomination forms to Kindergarten teachers during the first week in November.

Chapter 3

THE APPEALS PROCEDURE

It is to be expected that parents might wish to appeal a placement decision made by the school principal. All such appeals should be made known to the school principal for consideration. The probable reasons for an appeal are: 1) A perceived error in identification, or 2) The development of giftedness after an extended period of time. Generally, Intellectually Gifted candidates cannot be tested more than twice in the stage-two screening process in the elementary schools, nor more than twice at the secondary level, with a total of not more than three tests from Kindergarten to grade 12. Under normal circumstances, there must be an interval of one calendar year between individual I.Q. or other stage two screening tests. To be retested, a student must requalify under the current grade/level nomination criteria.

If the parent or professional staff member desires to continue the appeal after these procedures have been followed, then the Supervisor of Curriculum should be notified. It should, however, be noted that the Supervisor of Curriculum will take alternative action only in the rare circumstance that it can be demonstrated that there was a problem in both the initial and the appeal process. In this case, procedures will be established by the Supervisor of Curriculum for the purpose of making a final determination.

Chapter 4

PUPIL REMOVAL

4.1 REMOVAL PHILOSOPHY AND CONDITIONS:

All nominations for removal must be sent to the school principal. A parent's request for removal should be honored. The following conditions may suggest a need for removal:

4.1.1 ***The GATEWAYS Program is not benefiting the pupil.***

This could require confirmation by regular classroom teachers with regard to removal.

4.1.2 ***The GATEWAYS teacher does not feel the student is being productive.***

This would require a careful analysis of the educational plan and demonstration of changes to meet individual needs of the student.

4.1.3 ***The student has emotional or other handicapping conditions which necessitate learning in an environment other than GATEWAYS.***

In some cases, pupils with handicapping conditions might be best placed only in the Resource Room. In any case, the *Committee of the Handicapped* (COH) should be involved in placement decisions and program changes in the case of pupils with handicapping conditions. The point is to assure an integrated approach to education for each child, while emphasizing the importance of mainstreaming.

4.1.4 ***There is a possible mistake in identification or a significant change in the abilities of the pupil.***

The principal may request a re-assessment by a specialist teacher or a school psychologist.

4.1.5 ***The pupil, parent, or regular classroom teacher (or other staff) desires that the pupil be removed from the program.***

When the student is appropriately placed, an attempt should be made by all involved to foster a productive learning environment. However, when a question arises, the person involved should make a request for removal. The final decision rests with the principal. Note that the interpretation as suggested by the GATEWAYS teachers is that, in the case of an optional education program, a parent's request should be honored. However, when the parent's decision does not seem prudent, an effort should be made to inform the parents to the contrary. Note that the students may request removal because of the increasing challenge of the higher grades or possible social factors. Every decision should reflect the best available opportunity for students to learn.

4.1.6 ***The student displays disruptive behavior.***

Pupils who cause harm to other students by virtue of their conduct, or interrupt the learning of others, should be considered for removal if other corrective measures have failed.

4.2 THE REMOVAL PROCESS:

The model for the removal process has been designed to be highly similar to the original identification process. There are three possible stages: (1) ***Request for Removal***, (2) ***Screening***, and (3) ***Decision by the principal***.

4.2.1 REQUEST FOR REMOVAL:

(A written form is available in the Appendix for this purpose)

The following can request removal:

4.2.1.1 GATEWAYS Teacher

4.2.1.2 Regular Classroom Teacher / Principal

4.2.1.3 Parent

4.2.1.4 Student

SCREENING:

The principal may request a re-evaluation by the school psychologist.

4.2.2 THE FINAL DECISION OF THE PRINCIPAL:

The principal has the function of making placement decisions. From time to time classroom teachers may request removal of a pupil. In the context of the present model, such requests are nominations for removal and should be considered as such. Nominations for removal should be seen in the context of a gifted individual not performing or not desiring to perform to his/her potential. Thus, the principal plays the important role of collecting and verifying information and making the final placement decisions. It is most important that staff members, especially the GATEWAYS teachers, make careful, well-documented notes and/or observations, have examples of pupil work, and record contacts with students, parents, principals, or committees in instances where pupil removal is considered as a possibility. A nomination for removal ideally should not occur until the GATEWAYS teacher has been provided with an appropriately long period to correct the problem. The role of the GATEWAYS teacher in a consultative meeting called by the principal may vary from that of the person making the nomination for removal to active participation in supporting the student in the GATEWAYS Program. The principal's decision should be forwarded on the **removal form** to the Supervisor of Curriculum, who in turn will summarize it for the Superintendent of Schools in accordance with Chapter 53 of the Education Law.

At the present time, the following items characterize decisions that could be made by the principal:

4.2.3.1 May request more information.
4.2.3.2 Must acknowledge parent's prerogative to request removal.
4.2.3.3 May provide for conditional, temporary, or permanent removal.
4.2.3.4 May restructure program (grouping, time allotment, mentor, etc.).
4.2.3.5 May consider other possibilities.

Chapter 5

READMISSION

A pupil may be readmitted if he/she voluntarily left the program without having contingencies placed on readmission. A pupil may also be readmitted after contingencies have been met. For readmission without contingencies, it is not necessary for the pupil to go through the standard three-stage admission procedure. However, pupils who were enrolled in a Gifted and Talented Program in another district are required to go through the standard three-stage process. A record of their previous enrollment in a gifted program may serve as one subjective nomination.

Chapter 6

PROGRAM DESCRIPTION

THE CONCEPTUAL FRAMEWORK

Awareness of the conceptual framework of the program is most important because it sets the direction for the evolution of the program in terms of: 1) *Initial curriculum development*, and 2) *Program modifications over time*. Theoretical models represent the established instructional philosophies and practices of education leaders in gifted education across the nation. In this sense, the GATEWAYS Program is in some ways comparable to other programs for gifted and talented pupils. The GATEWAYS Program is eclectic in that it utilizes many theorists in the area of gifted education. These include: Bloom, Guilford, Renzulli, Torrance, Krathwohl, Maslow, Williams, and a Flanders non-directive approach to teaching.

It is impossible to provide an in-depth description of these approaches and how they are utilized in the program. Mrs. Davis, a program teacher, has summarized the teaching models; these are presented here in schematic form.

BLOOM: TAXONOMY OF OBJECTIVES: COGNITIVE:

1.	Knowledge:	the simple recall of information.
2.	Comprehension:	lowest level of literal understanding of information.
3.	Application:	use of abstractions in concrete situations.
4.	Analysis:	the breaking down of a whole into its basic parts.
5.	Synthesis:	the putting together of elements to make a whole.
6.	Evaluation:	the making of judgements about the value of material, methods, or ideas for a given purpose.

PROGRAM APPLICATION: While all levels of thinking are necessary to the learning process, GATEWAYS activities focus on the three higher levels: analysis, synthesis, and evaluation.

GUILFORD: SYSTEM OF INTELLECTUAL OPERATIONS:

1.	Cognitive memory:	reception and reproduction of material.
2.	Convergent thinking:	facts and associations put together in certain predictable combinations to arrive at one possible answer.
3.	Divergent thinking:	large number of possible associations or problem solutions.
4.	Evaluative thinking:	establishment of some value continuum and the weighing of various alternative actions or attitudes.

PROGRAM APPLICATION: GATEWAYS activities emphasize divergent and evaluative thinking.

RENZULLI: ENRICHMENT TRIAD MODEL:

Type I	Enrichment:	General exploratory activities in areas not usually covered in the regular classroom curriculum.
Type II	Enrichment:	Group-training activities in skills needed to follow own interests in developing.
Type III	Enrichment:	Individual and small group investigations of real problems, first-hand inquiry with the purpose of sharing findings with an audience, thinking, feeling, and doing as a practicing professional.

PROGRAM APPLICATION:

"The primary role of each teacher in the program for gifted and talented students will be to provide each student with assistance in:

1) Identifying and structuring realistic, solvable problems that are consistent with the student's interests.

2) Acquiring the necessary methodological resources and investigative skills that are necessary for solving these particular problems.

3) Finding appropriate outlets for student products."

(Joseph Renzulli in *"The Triad Model"*)

CREATIVE PROBLEM-SOLVING SKILLS:

1.	Problem generation:	what the problem seems to be.
2.	Problem clarification:	illustration of problem, cause(s) of problem, ancillary problems caused by the initial problem attributes, characteristics, or dimensions.
3.	Problem identification:	precise statement of the problem.
4.	Idea finding:	all possible solutions.
5.	Synthesizing solution:	choice of best solutions and evaluations of usefulness.
6.	Implementation:	task assignment, sequence, plan to overcome obstacles, and gain acceptance of others.

PROGRAM APPLICATION: GATEWAYS students comprise a rare natural resource which may be directed toward the solving of the problems of the future. Widely-accepted steps in problem-solving areas presented as a foundation for further development.

TORRENCE: CREATIVE THINKING:

1. Fluency:	the ability to generate a large number of ideas.
2. Flexibility:	the ability to take different approaches to look at ideas and things from different points of view.
3. Originality:	the ability to come up with unique ideas.
4. Elaboration:	the ability to expand upon a basic idea.
PROGRAM APPLICATION:	Creativity is a difficult construct to define. The topic areas above provide sub-constructs which may be reinforced in class, or measured by a number of standardized instruments. These are essential to the development of creativity.

CoRT THINKING LESSONS (COGNITIVE RESEARCH TRUST):

(Developed by Edward de Bono)

Dr. Edward deBono, Director of the *Cognitive Research Trust, UK*, asserts that thinking involves the application of specific tools to problems and should be taught as a separate school subject. Thinking tools can then be applied to subject matter and real life problems. Following is an outline of the Dr. de Bono's *CoRT Thinking Lessons* currently being incorporated into the GATEWAYS Program (I.G.):

CoRT I Breadth (Elementary)

Each lesson encourages pupils to broaden their thinking. The lessons provide attention areas into which thinking can be directed: looking for the plus and minus points; considering all the factors; consequences; aims and objectives; assessing priorities; taking other people's views into account.

CoRT II Organization (Elementary)

The first five lessons deal with the five traditional thinking operations. The next five lessons deal with the overall organization of thinking. The intention is to treat thinking as an organized operation rather than a discursive ramble in which one thing leads to another.

CoRT III Interaction (Jr. High)

Two people situations are considered in this section. The thinker is no longer looking directly at the subject matter but a someone else's thinking. The area is that of argument, debate, conflict, and opinion. Two practical procedures for helping to solve conflicts are offered. The aim is to encourage pupils to listen to what is being said and to assess its value. They are also encouraged to adopt a constructive approach to solving arguments.

CoRT IV Creativity (Jr. High)

It is too often assumed that creative ideas come only from inspiration. Here creativity is treated as a normal part of thinking. Involving processes that can be learned, practiced, and applied in a deliberate manner. Some of the processes are concerned with the escape from imprisoning ideas. Others are concerned with the provocation of new ideas.

CoRT V Information and Feeling (Sr. High)

Thinking depends on information and is strongly influenced by feeling. This section deals with information processes such as questions, clues, guessing, belief, ready-made opinions, and the misuses of information. It also deals with emotions and values. The aim is to encourage a definite awareness of these influences - not to change them.

CoRT VI Action (Sr. High)

Thinking in action.
Thinking for action.
Active thinking.

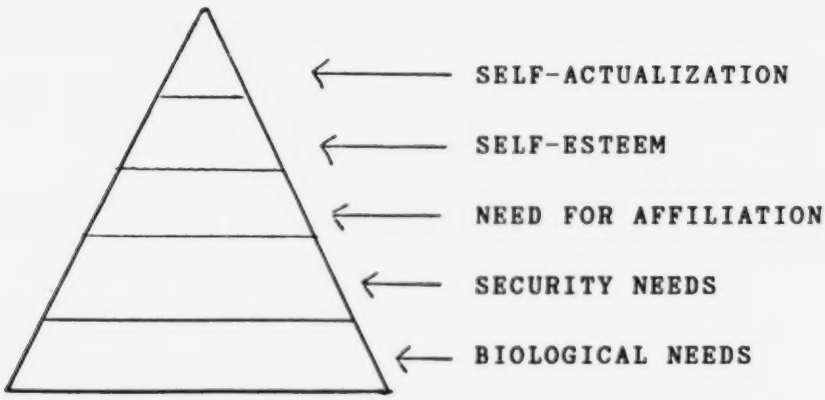
This section is concerned with the total process of thinking. It begins with the purpose and situation and ends with the specific action steps for implementing the outcome of the thinking. It may be used as the sixth and final section in the full CoRT course or it may be used as an introduction to the course. The section may also be used by teachers who are not able to proceed with the full CoRT course.

KRATHWOHL: TAXONOMY OF OBJECTIVES: AFFECTIVE:

1.	Receiving:	attending to information.
2.	Responding:	willingness to understand information.
3.	Valuing:	appreciation that information is relevant and useful.
4.	Conceptualizing:	formation of a value system by integrating bits of information into new and unique combinations.
5.	Internalizing:	incorporation of values into a way of life which reflects those committed values.

PROGRAM APPLICATION: An essential part of learning is the internalization of feeling and moral development. This model is analogous to Bloom's Cognitive Taxonomy in that it provides for a gradiation of objectives similar to the cognitive mode.

MASLOW: SELF-ACTUALIZATION:



Maslow believes people are located at various developmental stages. The diagram depicts Maslow's stages.

THE SELF-ACTUALIZED PERSON MAY BE CHARACTERIZED BY:

A lack of artificiality.
Is safe and unanxious.
Is loving and caring.
The detachment to stand apart from a problem.
Liking and seeking solitude at times.
Creative, original, and inventive.

PROGRAM APPLICATION: *Maslow's Needs Hierarchy* addresses the classification of goals and persons. Certainly, the gifted are likely to begin the self-actualizing process at an early stage. This model recognizes the need satisfactions of the student. It is evident that these are desirable characteristics to be achieved by all persons. However, they are most significant to the gifted student because of the early developmental appearance of these traits even though there may be very few people who are completely "*self-actualized*".

WILLIAMS: AFFECTIVE:

1. Risk-taking: to have the courage to expose onself to failure or criticism, to take a guess, to function under conditions devoid of structure, to defend own ideas.

2. Complexity: to be challenged to seek many alternatives, to visualize how things could be, to bring order out of chaos, to delve into intricate problems or ideas.

3. Curiosity: to be willing to be inquisitive and wonder, to toy with an idea, to be open to puzzling situations, to ponder the mystery of things, to follow a particular hunch just to see what will happen.

4. Imagination: to have the power to visualize and build images, to dream about things that never happened, to reach beyond sensual or real boundaries.

PROGRAM APPLICATION: This model assists pupils in choosing an appropriate model for their behavior. These are traits of the gifted and potentials for those with high ability. They are associated with creativity and productivity in society and may be effectively utilized as a theoretical model for classroom instruction.

ATTITUDE DEVELOPMENT:

1. Responsibility: the ability to carry out plans and intentions.

2. Independence: the ability to work with minimal direction.

3. Self-motivation and task commitment: the ability to initiate and carry learning forward through his/her own effort.

PROGRAM APPLICATION: The eventual goal of the program is to foster all of the above in students.

SOCIAL BEHAVIOR:

1. Appreciation of the rights of others.

2. Ability to handle special talents in a socially acceptable way.

3. Effective interaction in a group situation.

4. Willingness to give constructive criticism.

5. Willingness to accept constructive criticism from peers and adults.

6.1 TARGET GROUP ACTIVITIES:

6.1.1 GENERAL:

The purpose of this section of the Handbook is to present a sample of the type of activities presented to students. This is an attempt to communicate a "hands on" feeling for how the program actually works. Four sources of information constituted the data which formulated the present narrative. They included the results of parent surveys, student surveys, classroom observations, and teacher contributions.

One of the major objectives of the program is to create an environment for gifted pupils where they may engage in creative problem-solving and higher level thinking skills. The Flander's System appears to be made to order for the task of documenting higher level thinking among students, in that Flanders has clearly defined a profile for the Creative Inquiry Lesson. GATEWAYS teachers are primarily acknowledging student feelings and utilizing their independent (non-solicited) contributions in most creative ways. The result is that students do much of the talking and interacting in class. Further, the same study indicated that initiations made by students were more common than student responses to direct questions and were indicative of higher level thinking on their part.

Parents have reported that their children enjoy the development of independent learning styles, logic games, group activities, and the encouragement of divergent thinking. At the present time, three evaluative studies of parent opinion have been made and are available through the Research Office.

When students were asked to list their program activities, they made note of projects which included: computer programming, film making, and interviewing skills. Extensive media utilization and field trips were noted including attending a lecture by Dr. Carl Sagan, astrophysicist. At the junior and senior high levels, courses of study included mini-courses on the Scientific Method, Computers, Robotics, and French. Critical Thinking activities included Creative Writing, self-evaluation, deductive reasoning, and other divergent thinking skill activities. Specific independent studies included psychological research, Russian studies, futuristic studies, and numerous others.

6.1.2 INTELLECTUALLY GIFTED ACTIVITIES:

It is important to present a sample of the types of activities that students participate in as a result of being enrolled in the program. These are not program objectives, nor are all pupils exposed to all activities listed. The activities noted are intended to inform you of some possibilities for students who participate in the GATEWAYS Program. Remember that the GATEWAYS Program model is primarily one of enrichment. Some acceleration of content may occur, but the primary focus is enrichment.

<u>The major skills are:</u>

1. The ability to associate and interrelate concepts.

2. The ability to evaluate proportions and arguments critically.

3. The ability to create new ideas and originate new lines of thought.

4. The ability to reason through complex problems.

5. The ability to understand other situations, other times, and other people; to be less bound by one's own peculiar environmental surroundings.

The extra activity planned for the gifted child is directed to the advancement of the individual child's ability and interests; if not, it deserves to be called "busy work" rather than enrichment.

GATEWAYS is an *Itinerant Teacher Learning Center* (one in each of five elementary schools (and one site at Broad Street School) which meets the rapidly developing interests and skills of gifted children by placing them with carefully selected teachers (three for six Learning Centers) at the K-6 level.

General characteristics of itinerant programs for the gifted:

1. Grouping of children with high intelligence for part of the school day.

2. More responsibility given to pupils for planning of the program.

3. More emphasis on creative and interpretive activities and less time for memorization and routine practice of facts.

4. Work groups based on interest and not necessarily grade level.

5. More informality and less routine; less rigid time schedules.

6.1.3 SPECIAL ASPECTS OF THE ELEMENTARY CURRICULUM

1. UNITS: A non-exhaustive list of suggested curriculum items.

Anthrolpology-origin of writing and alphabets
Archeology
Architecture
Astronomy
Aviation
Binary System
Cartooning
Communications
Computer Programming
Consumer Education
Contributions of Minorities (including women)
Ecology
Energy
Genealogy
Government and Law
Linguistics
Literature
Local History
Mapping
Marine Biology
Measurement
Morality
Mythology
Ornithology
Photography
Science, Architecture
Science Fiction
Simple Machines
Transportation

2. GAMES: Math, word games such as Probe and Scrabble, Chess, electronic games such as Data Man, and other logic-based games. Games which do not exercise higher-level thinking skills are not used.

3. FOREIGN LANGUAGE: Rotation-one year each of Spanish, French, German, simple exposure, utilizing volunteers such as parents, adults from those countries, high school and college students; possibly some exposure to other languages; consider Greek and Latin, the classical languages.

4. VISUAL ARTS: Writing and drawing.

5. SELF-AWARENESS ACTIVITIES: Build a good self-image. Rap with like minds. Naturally, these activities should be on a voluntary basis, not threatening, and not an invasion of privacy.

6. DRAMATIC EXPRESSION: Plays including radio, film-making, video-taping (although others might be utilized to do the actual camera work).

7. INDIVIDUAL PROJECTS AND INDEPENDENT STUDY: Develop independence and task commitment.

8. HIGHER LEVEL THINKING SKILLS: Games and actual situations are utilized to demonstrate Bloom's Taxonomy.

9. MEMORIZATION: (As brain-training device) - Use of poetry and play parts, story telling, etc.

10. SYNECTICS: Problem-solving, logics (not math problems).

11. NEWSPAPER: School or program activities organized into a report for students, teachers, and parents.

12. SCIENCE PRACTICUM: Individual experiments and work with equipment such as microscopes, etc.

13. ACTIVITIES TO ENCOURAGE CREATIVE THINKING: (With emphasis on process not product such as problem-solving techniques.)

14. CLASSICAL MUSIC APPRECIATION AND PERHAPS ART APPRECIATION: (Although that would be part of the talented program, too) Questions on the former make up about 5% of such tests as the College Boards, Graduate Record Examination, and Medical School Entrance Examinations.

15. SCIENTIFIC METHOD: Scientific thinking which governs the establishment of scientific data and theory testing.

16. MINI-COURSES AND EMPHASIS AREAS: For example; vertibrate anatomy.

17. COMPUTER PROJECTS: Computer programming.

6.1.4 SPECIAL ASPECTS OF THE JUNIOR HIGH GATEWAYS PROGRAM

The Junior High GATEWAYS Program (7-9th grade) is designed to be a transition from the Elementary GATEWAYS Program to the High School GATEWAYS Program. The aims, goals, and objectives of the Intellectual component of GATEWAYS are the same K-12 and stated clearly in the ***GATEWAYS Annual Student Plan (G.A.S.P.).*** Each teacher of the GATEWAYS Program is given the opportunity to implement these goals in the way that best suits his/her style. The four goals that are emphasized in the Junior High GATEWAYS Program are as follows:

1. Students are given an opportunity to develop their independent thinking skills to their fullest potential.

2. Students are expected to be producers of original thoughts and products, not just consumers of knowledge.

3. Divergent thinking is nurtured and developed by exercising a student's creative thinking, including Creative Problem Solving.

4. Students are expected to realize that they are responsible for the use of their own gifts and talents.

The structure of the Junior High GATEWAYS Program has evolved since its inception in February of 1980 from a pull-out program to a scheduled part of the regular school day. Scheduling is done in such a way that each student has GATEWAYS one class period every other day. The students are grouped with seventh, eight, and ninth graders mixed.

There is also an after-school component of the Junior High Program. This program is comprised of mini-courses that are <u>not</u> offered in the regular school curriculum. Some of the classes that have been offered in the past are as follows: *Intro to Computers, Cat Anatomy, Creative Writing, Olympics of the Mind (Creative Problem Solving Competition), Video Taping Techniques, Career Searches,* etc.

Students enrolled in the GATEWAYS Program are not graded or given academic credit, but are accountable through the development of a process oriented book developed by Ms. Neally. The book has provided an instrument of communication, is perceived by the students as a symbol of importance *("This class is important enough to have its own book, just like other classes."),* and assists the student in explaining to adults what GATEWAYS is all about.

Many things have changed in the six years that Junior High GATEWAYS has been in existence and this program will continue to grow and evolve to meet the needs of the population of the time. Although it is often fun, GATEWAYS is not for fun; it requires mental discipline and production. In the words of Winston Churchill, *"To every man there comes in his lifetime that special moment when he is figuratively tapped on the shoulder and offered the chance to do a very special thing, unique to him and fitted to his talents. What a tragedy if that moment finds him unprepared or unqualified for the work which could be his finest hour."*

6.1.5 SPECIAL ASPECTS OF THE HORSEHEADS HIGH SCHOOL PROGRAM:

The High School Program (grades 10-12) for GATEWAYS students is designed to provide experiences which are qualitatively differentiated from the regular school curriculum as a course within which each student may develop skills and attitudes which will lead to the productive use of each individual's talents. In the development of activities designed to meet the goals of the Program, an eclectic approach is used, incorporating *Bloom's Taxonomy of Cognitive Objectives, Guilford's System of Intellectual Operation, Renzulli's Enrichment Triad, and Creative Problem-Solving Skills.* Activities are presented that stimulate *Creative Thinking (Williams)* and that utilize many affective tasks as presented in the work of *Krathwol (Taxonomy of Affective Objectives), Maslow (self-actualization), and Williams' Criteria (risk-taking, complexity, curiosity, imagination).* Attitude development and social behavior are also important aspects of the program.

The role of the teacher in the High School Program is that of a facilitator of learning to build learning experience around the student's natural curiosity, needs, purposes, and interests. Students engage in the organization and planning of learning activities. The teacher becomes a resource for learning, not just a dispenser of information. As opposed to a director who imposes, requires, and evaluates, the facilitator stands behind the students and guides them, so that they may acquire the necessary skills and attitudes for self-initiated learning, set self-determined goals, and willingly accept feedback for self-evaluation. The thrust of the High School Program stresses the importance of the processes of learning as well as the products of learning.

I. <u>ATTITUDE DEVELOPMENT</u>

- Responsibility: the ability to carry out plans and intentions
- Independence: the ability to work with minimal direction
- Self-motivation and task-commitment:
  the ability to initiate and carry learning forward through his or her own effort
- Openness to new ideas:
  the willingness to try out or think about something not previously attempted or considered.

A. SELF-EXPLORATION

Self-exploration unit to develop practical techniques in setting and achieving goals (based on the book *Procrastination* by Jane Burka and Lenora Yuen).

II. SOCIAL BEHAVIOR

. Appreciation of the rights of others

. The ability to handle special talents in a socially-acceptable way

. Effective interaction in a group situation

. Willingness to give constructive criticism

. Willingness to accept constructive criticism from peers and adults

A. IDENTITY (an interaction analyzing the identity problems of adolescence).

. Unit to clarify identity areas wherever confusion is sensed

. Working with others to solve a problem

. Helping others with work tasks to achieve a common goal

. Role playing

B. DECISION MAKING

1. To watch or not to watch: An indepth consideration of the role of television in the lives of students and those around them. (By the time a student finishes High School, he has spent 11,000 hours in the classroom and 15,000 hours watching television.) The most hidden educational function of television is that of emotional education (based on *Television and Values* by Jeffrey Schrank)...

2. A course of study to teach students how to make decisions (based on *Deciding*, by H. B. Gelath, Barbara Varenhorst, and Richard Carey).

III. AFFECTIVE

Risk-taking: to have the courage to expose oneself to failure or criticism, to take a guess, to function under conditions devoid of structure, to defend own ideas.

Complexity: to be challenged to seek many alternatives, to visualize how things could be, to bring order out of chaos, to delve into intricate problems or ideas.

Curiosity: to be willing to be inquisitive and wonder, to toy with an idea, to be open to puzzling situations, to ponder the mystery of things, to follow a particular hunch just to see what will happen.

Imagination: to have the power to visualize and build images, to dream about things that never happened, to reach beyond sensual or real boundaries.

A. INDEPENDENT STUDY

Students study academic courses with little or no class attendance. A contract is written and signed by mentor and student. School credit and grades are given (acceleration is often a component of this study; e.g.: Two years of language in one year).

B. INDEPENDENT RESEARCH

Students design and research a topic not formally taught in the High School. Often, an outside mentor is found. A contract is written. School credit and grades are given; e.g.: Sign Language).

C. SUPER SATURDAY

1. A five-week program for children in the community (ages 5-14) taught every Saturday in the Fall and Spring.

2. Organized, administered, and taught by GATEWAYS students. These students develop responsibility, independence, task-commitment, and risk-taking skills as they further their own work experience.

D. ACADEMIC CHALLENGE

Students work and practice together as a team to compete in the *Watts Scholarship Challenge* (January-March) and *T. C. 3 High School Challenge* (May).

IV. CREATIVITY

Creativity involves breaking out of established patterns in order to look at things in a different way.

CoRT *(Cognitive Research Trust)*

- The direct teaching of thinking as a skill
- Basic skills of thinking are presented throughout the GATEWAYS Program (grades K-12)
- Six units based on ten thinking skills in each unit

OVERVIEW

Developer:	Edward de Bono
Goal:	Teach thinking skills useful to everyone in and out of school
Sample Skills:	PMI: Plus, Minus, Interesting Facts CAF: Consider All Factors
Assumptions:	Lateral thinking, unlike vertical thinking, is not necessarily sequential, is unpredictable, and is not constrained by convention. It is not necessary to be right at every stage of the thought process nor to have everything rigidly defined. Intelligent people are not necessarily skillful thinkers.
Intended Audience:	Ages 8 to 22, all ability levels.
Process:	Students practice *"operations"* following *"lesson notes"*. Teachers present and monitor the exercises.
Time:	One lesson 35 minutes or longer per week for three years.
Comments:	Evaluation results suggest that the program leads students to take a broader view of formally-posed problems.

Chapter 7

ARTICULATION

7.1 PROGRAM MECHANICS:

STAFF

GATEWAYS is designed to meet the needs of intellectually gifted, artistically, and musically talented students by maximizing the educational opportunities for approximately five to eight percent of the student population of the Horseheads Central School District, including those attending private schools both in and out of the District boundaries.

The Intellectually Gifted component of the GATEWAYS Program may be characterized as a Learning Center/Enrichment/Pull-out (at some grades) Program, and staffed by five teachers who are selected on criteria considered to be characteristics of highly effective teachers. Three teachers serve the five elementary schools and one non-public school on an itinerant basis. At the junior high school level (grades 7-9), one teacher rotates his/her schedule between two schools. At the high school level, identified students have an elective course, "GATEWAYS" blocked in the master schedule so it becomes a part of their total schedule. In addition, students have an opportunity to elect Advanced Placement (APl) courses and advanced elective courses. Also, mentorships and independent studies are encouraged.

The Supervisor of Curriculum assumes the primary responsibility for coordinating the program on a district-wide basis. His immediate staff includes the Director of Research and Remedial Programs. In addition, regular principal meetings, gifted teacher meetings, and ad hoc committees may be organized for the purpose of achieving an efficient and coordinated program.

7.1.1 SCHEDULING: TIME

SCHEDULING: INTELLECTUALLY GIFTED

(Minimum Minutes/6-day cycle)

GRADE	TIME	
K	30 minutes	(1 - 30 minute period)
1	60 minutes	(2 - 45 minute periods)
2	120 minutes	(2 - 60 minute periods)
3	120 minutes	(2 - 60 minute periods)
4	180 minutes	(2 - 90 minute periods)
5	180 minutes	(2 - 90 minute periods)
6	180 minutes	(2 - 90 minute periods)
7	3 - 40 minute periods + Optional 20 minute periods + Optional after school mini-courses.	
8	3 - 40 minute periods + Optional 20 minute periods + Optional after school mini-courses.	
9	3 - 40 minute periods + Optional 20 minute periods + Optional after school mini-courses.	
10	3 - 40 minute periods +/or Independent study development project and/or Independent Study Course.	
11	3 - 40 minute periods +/or Independent study development project and/or Independent Study Course.	
12.	3 - 40 minute periods +/or Independent study development project and/or Independent Study Course.	

7.1.2 TEACHING ASSISTANTS: CLASS LOAD

A class load guideline has not been established. However, enrollments are typically high enough to warrant a part-time teaching assistant. The following schedule applies to the assignment of teaching assistants:

TEACHING ASSISTANCE TIME ALLOCATION:

LOAD	BASIS FOR TIME ALLOCATION	TA TIME ALLOCATION 5 DAY CYCLE ELEMENTARY	SECONDARY
65 - 74	.25	7.5 hrs.	8.75 hrs.
75 - 84	.50	15.0 "	17.50 "
85 - 94	.75	23.5 "	26.25 "
95 or more	1.00	30.0 "	35.00 "

7.1.3 STAFF SELECTION CRITERIA:

GATEWAYS teachers of the Intellectually Gifted were new to their positions and the following selection criteria were utilized.

Tenure area will be K 6 for elementary teachers and subject area for secondary teachers. There will be no loss of seniority or tenure rights for in-district teachers. Candidates for selection will be expected to have from 3-5 years of teaching experience. Experience, both elementary and secondary, is preferred, but either will be considered. Experience teaching gifted and talented students was desirable. The teacher will demonstrate the following characteristics:

A. Warmth
B. Enthusiasm
C. Originality
D. Intelligence
E. Flexibility
F. Resourcefulness
G. Sensitivity
H. Articulation
I. Poise, Emotional Stability
J. Stamina, Physical Vitality
K. Sense of Humor
L. Maturity - (Self-confidence)

Other abilities and knowledge include:

A. Knowledge Of Giftedness
B. Evidence of Ability to Individualize
C. Acceptance of Superior Students
D. Enjoyment of Teaching
E. Techniques for use with Gifted/Talented Students
F. Willingness to be Challenged by Superior Students
G. Ability to Challenge Students
H. Area(s) of Expertise
I. Communication with Parent
J. Willingness to Spend Extra Time
K. Evidence of Creativity
L. Ability to Organize

7.1.4 INSERVICE EDUCATION:

Generally, 3 groups of staff were provided in-service training: The Planning Committee members, to assist in program development; the regular administrative and classroom staff, to assist in general awareness and meeting the needs of the gifted in the regular classroom; and the gifted class teachers, to assist them in providing direct instruction to gifted and talented youth. In addition, parents and the community were given many opportunities to become knowledgeable about the education of the gifted through community lectures, news and other media coverage, direct teacher or administrative contacts, and one or more Board of Education meeting or Policy Workshops on the topic. It should be noted that the reading materials provided, individual conferences attended, workshops attended by our staff in other districts, teacher conference days, and other opportunities contributed to the overall in-service effort.

7.2 STAFF RESPONSIBILITIES:

The Horseheads GATEWAYS Program may be described as a well-coordinated program which has been optimally integrated into the regular school curriculum. As such, it is believed that the best way to comprehend staff functions is to present role and responsibility descriptions of selected staff. This should present the best over-all description of how staff interrelate in delivery of the program.

Responsibilities of the Supervisor of Curriculum to the GATEWAYS Program:

1. Coordinates the district program for the education of the gifted and talented, including financial resources, staff facilities, and enrollment in cooperation with the Board, administration, and teachers.

2. Supervises the evaluation of the program in cooperation with building principals and the Director of Research and Remedial Programs.

3. Acts a liaison between the GATEWAYS Program teachers, central staff, the Board of Education, regular teaching staff, the State Education Department, and the community.

4. Coordinates the planning of in-service opportunities for appropriate personnel in cooperation with the *District In-service Education Committee.*

5. Maintains a comprehensive plan for educating the district's gifted youth and provides leadership thereof.

6. Is responsible for completing all applications for funding, program descriptions, and other tasks relating to securing/maintaining additional funds to support the GATEWAYS Program.

Responsibilities of the Director of Research and Remedial Programs to the GATEWAYS Program:

1. Formulates and implements an appropriate formative and summative evaluation plan in cooperation with appropriate staff.

2. Collects, analyzes, and interprets program evaluation data, and reports evaluation information in the form of written and/or verbal reports.

3. Assists the Supervisor of Curriculum in future program development and other activities.

4. Coordinates changes in the identification procedures.

5. Coordinates the Private School Component.

6. Updates this Handbook.

7. Acts as host for visitors to the program.

Responsibilities of the Classroom Teacher to the GATEWAYS Program:

1. Understands the purpose of the program and identification procedures of the GATEWAYS Program.

2. Nominates pupils for the GATEWAYS Program when appropriate.

3. Coordinates the regular classroom program and the GATEWAYS Program for the maximum benefit of the pupil.

4. Communicates and cooperates with the GATEWAYS teachers and the principal concerning individual pupils in the program.

5. Insures the GATEWAYS students assigned to the program are consistently in attendance.

6. Engages in curriculum coordination and other procedures to facilitate a pupil's participation in the GATEWAYS Program.

Responsibilities of the School Psychologist to the GATEWAYS Program:

1. Screens (as defined in the Identification Procedures) nominated pupils.

2. Interprets psychological test data to school staff, parents, and others as appropriate.

3. Communicates with parents, teachers, and administrators regarding Identification/Removal Procedures and GATEWAYS' Instructional Programs.

Responsibilities of the Building Principal to the GATEWAYS Program:

1. Solicits staff nominations for selection to the program (K through 12) where appropriate.

2. Distributes Kindergarten nomination forms during the first week in November.

3. Determines which students will be placed in the program.

4. Is responsible for the evaluation of the teacher(s) and teaching assistants for the gifted and talented program.

5. Insures that an appropriate area is provided for instruction.

6. Works with the teacher(s) of the gifted and talented and arranges appropriate meetings with classroom teacher(s) to resolve possible problems and to coordinate the pupils' instructional program.

7. Assists with the continual development of the program in the building.

8. Makes recommendations with regard to program needs.

9. Provides the necessary reports concerning the GATEWAYS Program as may be required by the Supervisor of Curriculum.

10. Insures the timely screening and selection of pupils who have begun the nomination process.

11. Informs parents of Identification/Withdrawal Procedures and the Appeals Procedures.

12. Insures that records pass from one school program to another when GATEWAYS pupils transfer.

Responsibilities of the Teacher of the Intellectually Gifted:

1. Plans and directs instruction of the *GATEWAYS Learning Center*, including an ongoing evaluation of the student's specific needs to determine the appropriate method of instruction or activity.

2. Initiates and assists in the coordination of the pupil selection process.

3. Initiates consultation with classroom teachers and principals concerning individual students in the program.

4. Assembles resources, including materials and community resource persons to be part of the GATEWAYS Program.

5. Maintains close communication with parents of children who are in the program.

6. Mutually plans and maintains a district-wide program with other teachers in the District's GATEWAYS Program.

7. Reports to the parents on each child's performance in the GATEWAYS Program.

8. Plans and conducts appropriate student and parent orientation sessions. Specific attention should be given to parents and students upon entrance into 7th and 10th grades.

9. Acts as an advocate for gifted education at parents' and other community meetings.

10. Participates in the district evaluation of the GATEWAYS Program and makes suggestions for improvement and expansion.

11. Participates in workshops on gifted and talented education for parents and teachers.

12. Coordinates educational and professional growth and emphasis on current ideas and research in the field of gifted and talented education.

13. Completes the *GATEWAYS Annual Student Plan (GASP)* for each student in the program.

14. Assists in providing for efficient and effective scheduling of students and their instructional time.

15. Reviews objective test nominations.

Chapter 8

INSTRUCTIONAL OBJECTIVES

8.1 THE INTELLECTUALLY GIFTED PROGRAM:

These objectives were taken from the outline of the *GATEWAYS Annual Student Plan (GASP).* A complete copy of the GASP document is provided in the Appendix*.

1. The student will develop higher level cognitive skills, logical thinking skills, and the habit of using the scientific method.

   a. The student will use Bloom's Taxonomy of skills with greatest emphasis on analysis, synthesis, and evaluation.

   b. The student will work with logic activities.

   c. The student will use the scientific method where appropriate.

2. The student will be exposed to the humanities, including literature, art, philosophy, music, science, and mathematics. (K and up)

   a. The student will read and discuss books, stories, and poetry of high quality.

   b. The student will become familiar with great works of art, architecture, and music.

   c. The student will become aware of how various scientific disciplines work and of the achievements of scientists.

   d. The student will explore and apply concepts and methods of various mathematical disciplines and they will become aware of the achievements of mathematicians.

3. The student will learn research and reporting skills needed to carry-out individual and/or group research. (Grade 4 and up)

   a. The student will use skills of note-taking, paraphrasing, organizing of information, expository writing, and survey and interview techniques.

   b. The student will make clear, well-organized oral presentations.

4. The student will receive career information in areas of abilities and interests. (Grade 4 and up)

   a. The student, aware that career choices are open to both sexes, will meet person(s) actually involved in a career of interest to the student, if appropriate.

   b. The student will work with a mentor if appropriate.

5. The student will develop creative thinking skills.

   a. The student will demonstrate fluency, flexibility, originality, elaboration, and imagination in group and individual activities designed to develop these skills.

6. The student will express his/her ideas in individually creative ways according to his/her interests. (K and up)

   a. The student will create prose, poetry.

   b. The student may participate in the visual and performing arts.

7. The student will develop skills in creative problem-solving. (Grade 4 and up)

   a. The student will apply problem-solving steps in group and individual experiences in planned activities in GATEWAYS as a life skill.

8. The student will explore and learn to express appropriately and

acceptably feelings and attitudes in order to develop a positive self-image and productive relationship with peers and adults. (K and up)

a. The student will show respect for different points of view, sensitivity to the needs of others, and will offer support when needed.

b. The student will work with other students and the teacher in cooperative ventures, contributing his/her special abilities to the effort, and taking a leadership role when appropriate.

9. Each student will have the opportunity to show an inquisitive attitude toward learning and a commitment to inquiry, following his/her own initiative, and showing task-commitment. (K and up)

a. The student will choose projects according to individual interests, set goals, and follow through to completion (K and up). Students should complete at least one Enrichment Triad Type III product each year (4 and up).

10. The student will be presented with situations which require risk-taking and independent thinking. (K and up)

a. The student may have experiences which may not produce results satisfying to him/her.

Chapter 9

APPENDIX

The purpose of this appendix is to present the forms, profiles, and other materials required in the identification of gifted and talented pupils. Materials are bound such that they may be easily copies, modified, addition to and/or eliminated as a result of program changes. Please feel free to make recommendations for changes in this section of the handbook to the Director of Research and Remedial Programs.

The following annotated contents are provided:

1. The Original Planning Committee

2. GATEWAYS SubCommittees

3. Composite Student Evaluation Profile.

4. Nomination Forms.
   a) Parent
   b) Professional Staff
   c) Teacher Nomination Form for IG
   d) Kindergarten Nomination Form

5. GATEWAYS Re-evaluation Request.

6. Samples of Letters to Parents.

7. GATEWAYS Program - FACT SHEET/December, 1985

THE ORIGINAL PLANNING COMMITTEE

William Davis, Ed.D.	-	Chairman
Richard Warters		Assistant Superintendent
Richard Rich	-	Federal Projects Coordinator
Jack Peterson	-	Supervisor of Curriculum
Denis Kingsley, Ed.D.	-	Elementary Principal
Mercer Guerry		Junior High Assistant Principal
Robert Fort	-	High School Principal
Catherine Gibbons	-	Parochial School Principal
Frank Coyle	-	School Psychologist
Kenneth Galbraith, Ph.D	-	School Psychologist
Rosa Lee Johnson	-	School Psychologist and Facilitator
Leonard Hersh		Research and Development Analyst
Margaret Bennett	-	Library Coordinator and Librarian
Joseph Crupi	-	Music Coordinator K-12 and Teacher
James Good	-	Art Coordinator K-12 and Teacher
Ann Lowe	-	Reading Coordinator K 12 and Teacher
Craig Andrews	-	Guidance Counselor
Barbara Smith	-	Teacher - grade 1
Marilyn Howe	-	Teacher - grade 2
Joy Conley	-	Teacher - grade 3
Patricia Bachman	-	Teacher - grade 4
Gail Alcott	-	Teacher - grade 5
Mary Cae White	-	Teacher - grade 6
Lynette Boyce	-	Teacher - Jr. High Math
David Ridosh	-	Teacher - Jr. High English
Larry Josbeno	-	Teacher - Sr. High Physics and Chemistry
James Snyder	-	Teacher - Sr. High Social Studies
Margaret Davis	-	Teacher - Gifted and Talented
Margaret Dineen	-	Teacher - Gifted and Talented
Abagail Lundy	-	Teacher - Gifted and Talented
Rosalyn Mansouri	-	Parent of Gifted Child
Anna Marie McAndrew	-	Parent of Gifted Child
Jacqueline Zuchslag	-	Parent of Gifted Child
Catherine Chen	-	Student - High School
Charles Friend	-	Student - High School
James McCoy	-	Student - High School

HORSEHEADS CENTRAL SCHOOL DISTRICT
GATEWAYS SubCommittees

I. Steering Committee:

William Davis, Chairperson	Leonard Hersh
Richard Rich	Craig Andrews
Denis Kingsley, Ed.D.	Patricia Bachman
Kenneth Galbraith, Ph.D	David Ridosh
Rosa Lee Johnson	Larry Josbeno

II. Public Relations and Communications Committee:

Rosalyn Mansouri,Chairperson	Denis Kingsley
Richard Warters	Craig Andrews
Richard Rich	Lynette Boyce

III. Identification Committee:

Leonard Hersh, Chairperson	Joseph Crupi
Richard Rich	James Good
Frank Coyle	Joy Conley
Kenneth Galbraith, Ph.D.	Anna Marie McAndrew
Rosa Lee Johnson	Charles Friend

IV. Program Development Committee:

James Snyder, Chairperson	Marilyn Howe
William Davis	Patricia Bachman
Jack Peterson	Gail Alcott
Mercer Guerry	Mary Cae White
Robert Fort	David Ridosh
Kenneth Galbraith	Larry Josbeno
Rosa Lee Johnson	Margaret Davis
Margaret Bennett	Margaret Dineen
James Good	Abagail Lundy
Ann Lowe	Catherine Chen
Barbara Smith	

V. In Service Committee:

Rosa Lee Johnson,Chairperson	Richard Rich
James Snyder	Leonard Hersh
William Davis	Others as needed on ad hoc basis

VI. James Snyder, Facilitator

VII. Core Curriculum Committee:

Larry Josbeno, Chairperson	Consultants:	William DAvis
Patricia Bachman		Rosa Lee Johnson
Robert Fort		James Snyder
Marilyn Howe		
Barbara Smith		

VIII. Early Admission - Sub Committee:

Rosa Lee Johnson, Chairperson	Gail Alcott
Kenneth Galbraith, Ph.D.	Barbara Smith
Denis Kingsley	Consultant: William Davis

B. STEERING COMMITTEE FOR THE GIFTED AND TALENTED*

Patricia Bachman	Denis Kingsley
James Snyder	Larry Josbeno
David Hoffman	Cathy Neally
Richard Rich	Leonard Hersh
Robert Fort	Dale Dummitt
Walt Edgerton	William Davis
Frank Dunn	Joseph Crupi
James Good	

*This committee replaced the original Planning Committee

PARENT NOMINATION FORM FOR GATEWAYS PROGRAM
(Gifted and Talented Program)

We would like to extend to you the opportunity to nominate your child for the Horseheads GATEWAYS Program. If you feel that your son or daughter has outstanding artistic or musical talent or has a high degree of intellectual ability reflected by (1) standardized test scores, (2) school performance, (3) teacher or other staff recognition, and/or (4) your own observations, please complete the form below and mail it to your school principal. Parents of private school pupils should send the form to Leonard R. Hersh at Horseheads Central Schools. As you may be aware, the three program components offered are for artistically talented, musically talented, and intellectually gifted students. At the present time, you may nominate your child for one or more of the three components listed in Item 3, but be certain that component is available at your child's grade level.

A three-stage process is used to assign pupils to one or more of the three components of the program. In stage one, various nominations are collected, depending on your child's grade level and the program component under consideration. Once nominated, your son or daughter will be considered for screening. If the decision is made to screen, then a more comprehensive evaluation will be made of your child's abilities as part of the stage-two screening process. At stage three, students who are determined to have a very high intellectual ability or talent will be recommended to the principal for a final decision for appropriate program placement. We will keep you informed of our progress. Parent Nominations for Private School students must be received by June 1 for placement in the following school year.

SEND TO SCHOOL PRINCIPAL - GATEWAYS PROGRAM

Child's Name: _____

Age _____ Grade _____ School _____

1. What special talents, skills or abilities does your child have?

2. Give examples of behavior that illustrate this:

3. I would like to nominate my child for the following component(s) of the GATEWAYS Program (Check one or more):

___Intellectually Gifted (Grades K - 12) ___Artistically Talented (Grades 1 - 10) ___Musically Talented (Grades 1 - 6)

I give permission for my child to be tested by either a school psychologist or a music or art teacher, depending on which is appropriate.

Signature of Parent or Guardian: _____

Date: _____

HORSEHEADS CENTRAL SCHOOL DISTRICT

GATEWAYS STAFF NOMINATION - K-12: Complete this form and return to to the school principal.

I nominate _____ Grade _____

for the GATEWAYS _____ Musically Talented Program (1-6)

_____ Artistically Talented Program (K-12)

_____ Intellectually Gifted Program (K-12)

My reasons for this nomination are:

Form completed by _____

Date _____

(This form may be revised to accommodate the needs of a particular school.)

HORSEHEADS CENTRAL SCHOOL DISTRICT

KINDERGARTEN

GATEWAYS/CHAPTER I/PSEN STAFF NOMINATION

Complete this form and return to the school principal.

I nominate _____ Grade _____

for the: GATEWAYS: _____ Artistically Talented Program

_____ Intellectually Gifted Program

Chapter I/PSEN: _____ Reading Readiness (K)

_____ Math

_____ Reading

Form Completed by: _____

Date: _____

(This form may be revised to accomodate the needs of a particular school.)

(GATEWAYS & CHPT.I/PSEN Nominations)

HORSEHEADS CENTRAL SCHOOL DISTRICT

GATEWAYS
Program for Gifted and Talented

COMPOSITE STUDENT EVALUATION PROFILE

(To be completed by the school principal) Date _____

NAME _____ SCHOOL _____ GRADE ____
Last First Middle

Nominated for:

___ Intellectually Gifted ___ Artistically Talented ___ Musically Talented

Parent or Guardian _____ Tel. No._____

Home and/or Mailing Address _____

_____

_____ Zip _____

Birthdate _____ Age _____

Mother's Name _____

Father's Name _____

Testing Release Received YES _____ NO _____

Has the student been administered an individual I.Q. test? ____ YES ____ NO

If YES: Name of test _____ Date _____ I.Q.___

NOTE:
Please see reverse side to complete stage one and stage two before continuing to stage three below.

STAGE THREE - FINAL DECISION BY PRINCIPAL

The above-named pupil has been recommended for placement in the following program(s):

___Intellectually Gifted ___Musically Talented ___Artistically Talented

	Admitted	Not Admitted	Will be reconsidered later
Intellectually Gifted	____	____	____
Musically Talented	____	____	____
Artistically Talented	____	____	____

Principal's Signature _____

IDENTIFICATION PROCEDURES CHECKLIST

STAGE ONE - NOMINATIONS

CHECK	PROGRAM COMPONENT (circle 1 or more)	NOMINATOR OR NOMINATING CRITERIA
__Yes __No	IG, MT, AT	Parent
__Yes __No	IG, AT, MT	Professional staff
		_____ (Name) (Title)
		_____ (Name) (Title)
__Yes __No	AT	Peer
__Yes __No	IG, AT, MT	Previous identification in a gifted program in another district
__Yes __No	MT	95th %ile or above on PMMAT (K-3)
__Yes __No	IG	95th National %ile on Total Battery of SESAT Level I (K)
__Yes __No	IG	95th National %ile on Total Battery of SAT (1-8)
__Yes __No	IG	95th National %ile on Total Battery of TASK (9-12)
__Yes __No	IG	Otis-Lennon I.Q. 127
__Yes __No	IG	Vane I.Q. 140 (Pre-K to first Otis availability)
__Yes __No	IG	Other achievement test approved by State Bureau of Program Evaluation
		_____ (Specify test)

STAGE TWO - SCREENING

Has minimum criteria been met?

Intellectually Gifted	Musically Talented	Artistically Talented
___ Yes ___ No	___ Yes ___ No	___ Yes ___ No

Individual I.Q. _____
Stanford Achievement Test _____
(Minimum criteria of 97th National %ile)

(See reverse side for Stage Three)

TEACHER COMMENTS:

Q2

Q4

PARENTS COMMENTS:

AND SIGNATURE,

Gateways

HORSEHEADS CENTRAL SCHOOL DISTRICT

Horseheads, New York

NAME _____

SCHOOL _____

SCHOOL YEAR _____ GRADE _____

TEACHER _____

The Intellectual Component of the GATEWAYS Program is designed to provide enrichment for children who have special talents.

This progress report communicates accomplishments and special needs noted during this period.

Please sign the report and return it to the teacher. Copies of each report will be sent home at the end of the school year.

The curriculum of the Intellectual Component of the GATEWAYS Program provides experiences to foster cognitive, creative and affective development. Because of the emphasis on individual development, progress in the cognitive and creative areas will be shared through comments and conferences.

The goals of the affective area can be stated in behavioral terms which the children are encouraged to understand and evaluate on a regular basis. We feel that the behaviors listed here have an important effect on cognitive and creative development.

COGNITIVE

Higher level thinking.
Logical thinking.
Scientific method.
Exposure to a broad range of the humanities.
Research and reporting skills.
Individual production.

CREATIVE

Creative thinking skills.
Creative problem solving.
Divergent thinking.
Individual production.

1 Always 3 Sometimes
2 Most of the time 4 Not at this time
Any area not evaluated this period is marked with "X".

AFFECTIVE: ATTITUDE DEVELOPMENT	Q2	Q4
Shows interest in new learnings.		
Willingly tries new ideas without fear of failure.		
Shows effort in accomplishing tasks.		
Works toward potential.		
Initiates own independent projects.		
Works with minimal direction and help.		
Completes independent projects.		
Exhibits self-confidence.		
Has a realistic awareness of own abilities.		
AFFECTIVE: SOCIAL BEHAVIOR		
Interacts effectively in group situations.		
Appreciates the rights of others.		
Appreciates the achievements of others.		
Accepts constructive criticism from peers.		
Accepts constructive criticism from teacher.		

SAMPLE ACCEPTANCE LETTER

HORSEHEADS
CENTRAL SCHOOL DISTRICT
HORSEHEADS, NEW YORK 14845 (607) 739-5601

CURRICULUM CENTER

Dear _____:

Some time ago you were informed that your child was being considered for inclusion in a program for gifted and talented students. I am pleased to inform you that your child, _____, will be included in this program.

Through conferences and meetings, parents will be. These will be provided an opportunity to learn in greater detail the various activities being planned for their children. Also, ideas will be solicited regarding program activities. In short, the parents and teachers will work cooperatively to make this program as effective as possible.

The goal of this program is to identify and work with students whose educational abilities cannot be met fully in the classroom. Your child's progress will be periodically evaluated by the GATEWAYS teacher. The important consideration is that students feel comfortable with their program and have the best educational placement available. For some highly skilled youngsters, the regular class setting may eventually prove to be the best learning environment.

A brochure is attached which will answer most of your preliminary questions. If you have additional questions concerning the program, please call me.

Sincerely,

Principal

IBM3
Attachment

HORSEHEADS
CENTRAL SCHOOL DISTRICT
HORSEHEADS, NEW YORK 14845 (607) 739-5601

CURRICULUM CENTER

DATE

Dear _____:

I am pleased to inform you that your son/daughter _____ will be provided instruction as requested in the *GATEWAYS Intellectually Gifted Program / Musically Talented / Artistically Talented.* _____ met or exceeded screening criteria and, on that basis, will be admitted to the program.

Mr./Mrs._____, the program teacher, will provide an enrichment program for _____. The program is designed to give students an opportunity to engage in challenging activities that will enhance their intellectual talents. Further questions regarding the instructional program may be directed to Mrs. Dineen.

Students in the program are reviewed for appropriateness of the placement at regular intervals. However, it is anticipated that students who experience success in the program will continue in succeeding years.

Sincerely,

School Principal

SAMPLE

Grades K-12
All Areas (IG, AT, MT)
Rejection

HORSEHEADS
CENTRAL SCHOOL DISTRICT
HORSEHEADS, NEW YORK 14845 (607) 739-5601

CURRICULUM CENTER

RE: _____

Dear

Some time ago you were informed that your child was being considered for inclusion in the program for gifted and talented students. Much time was spent selecting those students whose educational needs would be best met with this program. It is felt that the regular classroom is providing appropriate activities for your child at this time. Therefore additional instruction has not been scheduled.

To explain further, the purpose of this new program is to expose very skilled students to more challenging activities. It is important that this be done in a way which is sensitive to each child's abilities. Many students who have good skills would find themselves frustrated if too much is expected from them. They are served well and challenged by the regular classroom activities. In that setting, they are able to maximize their skills. A smaller number of children find the regular curriculum somewhat limited for their abilities and these are the students for whom this new program has been designed.

If you have any questions regarding this, please call. Your understanding and cooperation in this selection process is appreciated.

Sincerely,

Principal

HORSEHEADS
CENTRAL SCHOOL DISTRICT
HORSEHEADS, NEW YORK 14845 (607) 739-5601

CURRICULUM CENTER

DATE

RE:

Dear _____:

Some time ago, you requested that your child be considered for inclusion in the *GATEWAYS Intellectually Gifted Program.* We regret to inform you that your child's performance on the Stanford Achievement Test is not high enough to be considered for further screening. The criteria needed for further screening is scoring at or above the 95th percentile on both the Total Reading and Math subtests. Much time was spent selecting those students whose educational needs would be best met by this program. It is felt that the regular classroom provides appropriate activities for children in this achievement range. Therefore, additional instruction has not been scheduled.

If you have any questions regarding this letter, please call. I want to thank you for your understanding and cooperation in the selection process.

Sincerely,

School Principal

Horseheads Central School District

Fact Sheet

January 1986

GATEWAYS PROGRAM

Horseheads Central School District offers a program for pupils who are identified as intellectually gifted, artistically talented, and/or musically talented. This is referred to as the GATEWAYS Program. Programs are available for the intellectually gifted and artistically talented pupils in grades K through 12. A program for the musically talented pupil is available in grades 1 through 6.

Parents who are interested in nominating their children for one or more of the programs should complete a nomination form at the school office or one provided in the District Newsletter each spring and mail it to their school principal. The completed nomination form will initiate the selection process. Parents can expect further written communication from their school principal regarding the results of the selection process.

SELECTION: There is a 3-stage selection process: nomination, screening and final selection. Students may be nominated by their parents, teachers, or by a regularly-administered standardized test. The nomination criteria varies by program. The specific criteria are listed in the program handbook which is available in school offices. Once the nomination criteria is met, students are screened either by a school psychologist with an individual intelligence test, or by an area specialist in music or art. The screening criteria is standardized for all pupils. Shortly after screening, the school principal communicates with parents regarding results. The screening process takes time so parents should be patient.

PROGRAM: The GATEWAYS Program in Horseheads is a learning center enrichment program. Students who are enrolled in the program receive differentiated instruction and services beyond those normally provided by the regular school program. Enrichment means that pupils have the opportunity to explore concepts in more depth, develop advanced skills, and apply their higher level talents and ability. Higher order thinking skills, problem-solving, independent learning, and production are emphasized. Students come for 1 or 2 sessions per week to a center within their home school building. Private school pupils are provided a program at Broad Street Elementary School.

Usually students enter the program when it begins in September and continue throughout the school year. However, a student may enter at any time. Private school students may apply before June 1st of the preceeding year.

Once identified as gifted or talented, student progress is reviewed at regular intervals to determine whether he/she qualifies to remain in the program.